

Fell Dyke Community Primary School
Sex and Relationships Education Policy

Introduction

At Fell Dyke Community Primary School, we have based our Sex and Relationships Education policy on the DfES Sex and Relationships Education Guidance. In this document Sex and Relationships Education is defined as “learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. In this way it meets four of the requirements of the Every Child Matters document by helping children to be healthy, stay safe, enjoy and achieve and make a positive contribution.

We recognise that young children of today are increasingly exposed to conflicting views and images of sex and sexuality – in the media, from parents and friends. Sex and Relationships Education must therefore be treated as a positive opportunity to inform children about sexual issues. It should be noted however, that we believe this should always be done with regard to matters of morality and individual responsibility and in a way that allows pupils to ask and explore moral questions. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

This policy should be read in conjunction with other school policies, including the PSHE&C Policy and Guidelines and Child Protection, where there are significant areas of overlap.

Rationale

Fell Dyke Community Primary School acknowledges the importance of a whole school approach to Sex and Relationships Education. We recognise the importance of the school ethos, aims and values and the role they play in determining the quality of Sex and Relationships Education is most effective when taught within the context of PSHE&C, building upon the important work done in the science curriculum. PSHE&C is seen as a key strand to improving school standards and plays a vital role in supporting pupils to make responsible and well informed decisions about their lives. It is actively concerned with supporting our pupils to acquire and extend knowledge, explore attitudes and develop skills which will enable pupils to have a positive regard for their own health and to contribute to the health of the community in which they live.

Aims and Objectives

The aim of Sex and Relationships Education is to meet the needs of all pupils through the provision of a balanced, comprehensive and co-ordinated curriculum within which the teaching about personal relationships and sexual issues can occur. We provide accurate information that is appropriate to every pupil’s stage of development, together with a consideration of the broader emotional, ethical, religious and moral dimensions of sexual attitudes.

Specifically we teach pupils about: -

- The physical development of their bodies as they grow into adults
- The importance of family life
- The nature of relationships and the responsibilities of the individual
- Respect for the views of other people
- Respect for self and others
- The vital importance of good health
- The necessity of developing a sense of self worth and well being

Inclusion

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond

appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils.

Entitlement

All pupils at this school have equal entitlement to a Sex and Relationships Education programme, irrespective of ability, gender, ethnicity or background.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he refers to the designated person for child protection. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Curriculum Guidelines

Organisation

We teach Sex and Relationships Education in a variety of ways:

- Through other subjects and curriculum areas, such as Science. We believe such subjects contribute significantly to pupil's knowledge and understanding of his or her own body and how it changes and develops. In Science lessons we follow the guidance materials in the QCA scheme of work for Science.
- In PSHE&C we teach pupils about relationships and encourage them to discuss issues. We teach them about the parts of the body and how these work and we explain to them what will happen during puberty. We encourage pupils to ask for help if they need it.
- In Year 6 we place a special emphasis on health education through utilising the support of outside agencies, e.g. the school nurses.

Teaching and Learning Styles

It is essential that all staff at Fell Dyke Community Primary School support pupils to develop confidence in talking, listening and thinking about Sex and Relationships Education. To do this effectively we use a range of teaching and learning styles including:

- Establishing ground rules. We believe it is vital that teachers create a safe and supportive environment that enables all pupils to feel safe, comfortable and supported. It is vital that teachers establish clear parameters of what is appropriate and inappropriate in a class setting. Establishing ground rules is therefore an important part of this whole process.
- We place a particular emphasis on active learning by involving pupils in discussions, group work and problem solving activities. We offer the children the opportunity to hear visiting speakers such as the school nurse and any other health workers that we invite into the school.
- We provide children with opportunities to ask questions.
- Other techniques that can be used to good effect are role - play, case studies and videos. Such techniques are helpful in avoiding embarrassment by depersonalising issues.

Consulting Parents

At Fell Dyke Community Primary School we value close partnerships with our parents and carers. We are well aware that the primary role in children's Sex and Relationships Education lies with parents/carers and believe that parents/carers need to know that the school's Sex and Relationships Education programme will complement and support their role as parents/guardians. We build positive and supportive relationships with parents/carers through mutual trust, understanding and co-operation. In promoting this we will:

- Make available to parents the school's Sex and Relationships Education policy.

- Answer any questions that parents may have about the Sex and Relationships Education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangement for Sex and Relationships Education in the school.
- Encourage parents to be involved in reviewing the school policy.

Parents/carers can exercise their right to withdraw their son or daughter from Sex and Relationships Education lessons. In such a situation alternative work will be provided. Parents/carers however, do not have the right to withdraw their children from those aspects of Sex and Relationships Education that arise in science lessons as part of the national curriculum. If a parent wishes to withdraw their child from Sex and Relationships Education lessons, they should discuss this with the Head Teacher and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of the parents in this regard.

The Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals give us valuable support with our Sex and Relationships Education programme.

Staff Training

We recognise that Sex and Relationships Education can be a difficult area to teach effectively and that teachers may not always be comfortable. Support and training will be provided if needed.

The Head Teacher

The Head Teacher will ensure that the Sex and Relationships' policy is available to both staff and parents, when requested, and that it is implemented successfully. Professional development training will be offered so that staff can effectively handle any difficult issues that may arise. The Head Teacher will oversee any liaison with external agencies regarding the schools Sex and Relationships Education programme. He or she will ensure that all visitors who work with pupils are aware of the policy and that they work within its framework.

RRSA

At Fell Dyke Community Primary school, we are committed to promoting a rights respecting ethos based on the Convention on the Rights of the Child in all aspects of school life and the best interests of the child is at the heart of our policy and practice. The articles set out in the CRC are known to all children and adults in the school and we encourage rights respecting language and behaviour at all times. The children are taught that we all have rights and responsibilities, in our school community, locally and globally and the difference between wants and needs. We recognise that children have the right to say what they think about matters affecting them and to have their views taken seriously and we encourage them to play an active role in their own learning and to speak out and act for the rights of all to be respected locally and globally.

Role of Governors

Governors determine, support and monitor and review school policies. They support the principles and methods set out in this policy. They allocate appropriate resources and ensure security within the building.

Evaluation and Review

Next review: Summer 2018